

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 1B
to Common Core State Standards for English Language Arts (2010)**

| GRADE ONE | | |
|----------------------------------|--|---|
| Reading Standards for Literature | | GATEWAYS 1B |
| Key Ideas and Details | | |
| RL.1.1 | Ask and answer questions about key details in a text. | Unit 1 405-408, 433-438, 462-468, 490-493, 516-521, 541-547, 561-566 Unit 3 447-451, 477-484, 510-516, 540-545, 570-577, 602-609, 624-629 |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Unit 1 116, 118-119, 146, 148-149, 176, 178-179, 198-202, 404-408, 432-438, 461-468, 489-493, 515-521, 540-547 Unit 3 115, 119, 145, 149, 176, 180-181, 202-207 |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. | Unit 1 24-25, 85-89, 149-152, 178-182, 200-201, 278-282, 353-360, 373-375, 462-468, 541-547, 563-565 Unit 3 23, 51-57, 85-90, 150-156, 180-187, 204-206, 298-306, 332, 390-396, 411-413, 510-515, 602-608, 626-628 |
| Craft and Structure | | |
| RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | <i>N/A</i> |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | <i>N/A</i> |
| RL.1.6 | Identify who is telling the story at various points in a text. | <i>N/A</i> |

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| Integration of Knowledge and Ideas | | |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. | Unit 1 8-9, 24-25, 54-55, 119-121, 164-165, 199-200, 217-218, 229-231, 305-306, 341-342, 393-394, 407-408, 491-493 Unit 3 7-9, 22-23, 120-122, 167-168, 225-226, 238-240, 333-334, 377-378, 435-436, 589-590 |
| RL.1.8 | (Not applicable to literature) | |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. | <i>Opportunities to address this standard</i> Unit 1 570-571 |
| Range of Reading and Level of Text Complexity | | |
| RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | <i>Students read text in all Reading for Understanding steps; some examples are:</i> Unit 1 20-25, 226-231, 403-408 Unit 3 18-23, 265-272, 508-516 |

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| Reading Standards for Informational Text | | |
| Key Ideas and Details | | |
| RI.1.1 | Ask and answer questions about key details in a text. | Unit 2 386-389, 414-420, 444-449, 471-474, 497-503, 525-530, 543-547 Unit 4 429-433, 459-465, 490-495, 519-523, 547-553, 577-582, 596-601 |
| RI.1.2 | Identify the main topic and retell key details of a text. | Unit 2 96, 100, 122, 126, 149, 153-154, 171-175 Unit 4 111, 114, 139, 142, 170, 173, 192-197 |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Unit 2 7-8, 31-33, 57-59, 85-87, 111-113, 139-140, 189-190, 213-215, 241-243, 269-271, 295-297, 323-324, 373-374, 399-401, 429-431, 457-459, 483-485, 511-512 Unit 4 7-8, 35-37, 69-71, 101-103, 129-131, 161-162, 189-191, 215-216, 241-243, 273-275, 305-307, 333-335, 361-362, 417-418, 445-447, 477-479, 507-509, 535-537, 565-566 |
| Craft and Structure | | |
| RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Unit 2 203-204, 229-233 Unit 4 227-229, 255-261 |
| RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Unit 2 7-8, 21-22, 47-48, 101-102, 139-140, 189-190, 205, 285-286, 323-324, 355-360, 373-374, 387-389, 473-474, 511-512 Unit 4 7-8, 21-22, 115-116, 161-162, 215-216, 228-229, 256-260, 319-320, 361-362, 417-418, 565-566 |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Unit 2 7-8, 21-22, 47-48, 101-102, 139-140, 189-190, 205, 285-286, 323-324, 355-360, 373-374, 387-389, 473-474, 511-512 Unit 4 7-8, 21-22, 115-116, 161-162, 215-216, 228-229, 256-260, 319-320, 361-362, 417-418, 565-566 |

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| Integration of Knowledge and Ideas | | |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. | Unit 2 7-8, 21-22, 47-48, 101-102, 139-140, 189-190, 205, 285-286, 323-324, 355-360, 373-374, 387-389, 473-474, 511-512 Unit 4 7-8, 21-22, 115-116, 161-162, 215-216, 228-229, 256-260, 319-320, 361-362, 417-418, 565-566 |
| RI.1.8 | Identify the reasons an author gives to support points in a text. | <i>N/A</i> |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <i>N/A</i> |
| Range of Reading and Level of Text Complexity | | |
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. | <i>Students read informational text in all Reading for Understanding steps; some examples are:</i> Unit 2 17-22, 227-233, 469-474 Unit 4 141-149, 253-261, 427-433 |

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| Reading Standards: Foundational Skills | | |
| Print Concepts | | |
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. | |
| RF.1.1a | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Unit 1 12, 26-29, 57, 184-185 Unit 3 24-26, 58, 159-162, 581-583 Unit 4 152-155, 353-356, 556-559 |
| Phonological Awareness | | |
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| RF.1.2a | Distinguish long from short vowel sounds in spoken single-syllable words. | Unit 1 13-16, 46-48, 77-78, 111-113, 141-143, 171-172, 195-196, 222-224 Unit 2 12-14, 38-40, 64-65 |
| RF.1.2b | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Unit 1 15-16, 47-48, 77-78, 112-113, 142-143, 170-172, 196, 223-224, 248, 272, 298-299, 323, 347, 371, 400, 428, 456, 485, 510-511, 535, 558-559 Unit 2 14, 40, 64, 93, 119, 145, 196, 221-222, 248, 277, 303, 329-330, 462, 488, 516 |
| RF.1.2c | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | Unit 1 109, 221, 296, 320, 346-347 Unit 2 11, 37-38, 63 Unit 3 11, 41, 75, 229, 259, 291 |
| RF.1.2d | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Unit 1 221 Unit 3 11, 41, 75 |

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| Phonics and Word Recognition | | |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| RF.1.3a | Know the spelling-sound correspondences for common consonant digraphs. | Unit 1 140-143, 171-172, 246-248, 272, 297-299, 321-323, 347 |
| RF.1.3b | Decode regularly spelled one-syllable words. | Unit 1 15-16, 47-48, 77-78, 112-113, 142-143, 170-172, 196, 223-224, 248, 272, 298-299, 323, 347, 371, 400, 428, 456, 485, 510-511, 535, 558-559 Unit 2 14, 40, 64, 93, 119, 145, 196, 221-222, 248, 277, 303, 329-330, 462, 488, 516 |
| RF.1.3c | Know final -e and common vowel team conventions for representing long vowel sounds. | Unit 2 12-14, 38-40, 64-65 |
| RF.1.3d | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | Unit 1 44 Unit 2 377-379, 405-407, 435-437 |
| RF.1.3e | Decode two-syllable words following basic patterns by breaking the words into syllables. | Unit 1 44 Unit 2 377-379, 405-407, 435-437, 462-464, 488-490, 517-518, 540-541 |
| RF.1.3f | Read words with inflectional endings. | Unit 4 11-13, 41-44, 75-77, 189-190 |
| RF.1.3g | Recognize and read grade-appropriate irregularly spelled words. | Unit 3 13, 43-44, 75-77, 111-112, 141-142, 173-174, 200-201, 230-231, 260-261, 291-293, 325-326, 353-354, 382-384, 408-409 |

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| Fluency | | |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| RF.1.4a | Read on-level text with purpose and understanding. | <p><i>Practice Reading with Fluency appears in all Reading for Fluency and Understanding; some examples are:</i></p> <p>Unit 1 20-21, 251-253, 431-432 Unit 2 44-45, 227-228, 412-413 Unit 3 48-49, 265-266, 475-476 Unit 4 18-19, 253-254, 457-458</p> |
| RF.1.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p><i>Practice Reading with Fluency appears in all Reading for Fluency and Understanding; some examples are:</i></p> <p>Unit 1 20-21, 251-253, 431-432 Unit 2 44-45, 227-228, 412-413 Unit 3 48-49, 265-266, 475-476 Unit 4 18-19, 253-254, 457-458</p> |
| RF.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Unit 1 228-231, 253-257 Unit 2 203-205, 229-233 Unit 3 237-240, 267-272 Unit 4 227-229, 255-261, 421-424, 451-453, 483-484</p> |

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| Writing Standards | | |
| Text Types and Purposes | | |
| W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | <i>N/A</i> |
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Unit 4 28-30, 60-65, 92-97, 119-124, 151-156, 181-185, 201, 232-237, 264-269, 295-300, 323-328, 352-357, 381-386, 403, 436-441, 468- 473, 498-502, 526-530, 555-560, 584-589, 605 |
| W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | Unit 3 27-31, 61-65, 94-100, 126-130, 158-163, 189-194, 211-212, 244- 248, 276-280, 309-314, 338-342, 367-372, 398-403, 420-421, 454- 459, 488-492, 519-523, 548-553, 579-584, 611-616, 633 |
| Production and Distribution of Writing | | |
| W.1.4 | (Begins in grade 3) | <i>N/A</i> |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Unit 3 97-100, 128-130, 312-314, 522-523, 340-342, 551-553 Unit 4 95-97, 121-124, 298-300, 325, 328, 501-502, 528-531 |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <i>N/A</i> |

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| Research to Build and Present Knowledge | | |
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | <i>N/A</i> |
| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <i>N/A</i> |
| W.1.9 | (Begins in grade 4) | <i>N/A</i> |
| Text Type and Purposes | | |
| W.1.10 | (Begins in grade 3) | <i>N/A</i> |

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| Speaking and Listening Standards | | |
| Comprehension and Collaboration | | |
| SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups | |
| SL.1.1a | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | <p>Unit 1 8-9, 38-39, 70-71, 104-105, 133-135, 164-165, 217-218, 241, 267, 293, 316-317, 341-342, 393-394, 420-421, 450-451, 478-479, 504-505, 529-530</p> <p>Unit 2 7-8, 32-33, 58-59, 86-87, 112-113, 139-140, 189-190, 214-215, 242-243, 270-271, 296-297, 323-324, 373-374, 400-401, 430-431, 458-459, 484-485, 511-512</p> <p>Unit 3 7-8, 36-37, 71, 107, 136-137, 167-168, 225-226, 254-255, 287, 320-321, 348-349, 377-378, 435-436, 464-465, 499, 529, 559, 589-590</p> <p>Unit 4 7-8, 36-37, 71, 102-103, 130-131, 161-162, 215-216, 243, 274-275, 306-307, 334-335, 361-362, 417-418, 446-447, 478-479, 508-509, 536-537, 565-566</p> |
| SL.1.1b | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | <p>Unit 1 8-9, 38-39, 70-71, 104-105, 133-135, 164-165, 217-218, 241, 267, 293, 316-317, 341-342, 393-394, 420-421, 450-451, 478-479, 504-505, 529-530</p> <p>Unit 2 7-8, 32-33, 58-59, 86-87, 112-113, 139-140, 189-190, 214-215, 242-243, 270-271, 296-297, 323-324, 373-374, 400-401, 430-431, 458-459, 484-485, 511-512</p> <p>Unit 3 7-8, 36-37, 71, 107, 136-137, 167-168, 225-226, 254-255, 287, 320-321, 348-349, 377-378, 435-436, 464-465, 499, 529, 559, 589-590</p> <p>Unit 4 7-8, 36-37, 71, 102-103, 130-131, 161-162, 215-216, 243, 274-275, 306-307, 334-335, 361-362, 417-418, 446-447, 478-479, 508-509, 536-537, 565-566</p> |

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| SL.1.1c | Ask questions to clear up any confusion about the topics and texts under discussion. | <p><i>Opportunities to address this standard</i></p> <p>Unit 1 8-9, 38-39, 70-71, 104-105, 133-135, 164-165, 217-218, 241, 267, 293, 316-317, 341-342, 393-394, 420-421, 450-451, 478-479, 504-505, 529-530</p> <p>Unit 2 7-8, 32-33, 58-59, 86-87, 112-113, 139-140, 189-190, 214-215, 242-243, 270-271, 296-297, 323-324, 373-374, 400-401, 430-431, 458-459, 484-485, 511-512</p> <p>Unit 3 7-8, 36-37, 71, 107, 136-137, 167-168, 225-226, 254-255, 287, 320-321, 348-349, 377-378, 435-436, 464-465, 499, 529, 559, 589-590</p> <p>Unit 4 7-8, 36-37, 71, 102-103, 130-131, 161-162, 215-216, 243, 274-275, 306-307, 334-335, 361-362, 417-418, 446-447, 478-479, 508-509, 536-537, 565-566</p> |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <p>Unit 1 54-55, 85-89, 149-152, 179-182, 279-281, 354-356, 407, 434-438, 463-465, 490-492, 516-521, 542-544</p> <p>Unit 3 51-55, 85-89, 150-154, 181-185, 202-206, 447-451, 478-482, 511-516, 540-545, 570-577, 603-608</p> |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | <p><i>Opportunities to address this standard</i></p> <p>Unit 3 214-216, 423-426, 636-637, 659</p> <p>Unit 4 204-206, 406-409, 621-622, 608-609</p> |

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| Presentation and Knowledge of Ideas | | |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | <i>Opportunities to address this standard</i> Unit 3 637-638, 650-651, 659 Unit 4 610, 621-622, 630 |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | N/A |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. | <i>Opportunities to address this standard</i> Unit 3 637-638, 650-651, 659 Unit 4 610, 621-622, 630 |

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| Language Standards | | |
| Conventions of Standard English | | |
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.1.1a | Print all upper- and lowercase letters. | <p>Unit 1 13-15, 44-47, 77, 110-112, 140-142, 171, 195-196, 222-223, 246-247, 272, 297-298, 321-322, 347, 370-371, 398-399, 426-427, 456, 483-484, 509-510, 535-536, 558</p> <p>Unit 2 12-13, 38-39, 64, 91-92, 117-118, 145, 194-195, 220-221, 248, 275-276, 301-302, 329</p> <p>Unit 3 211-212, 420-421, 633</p> <p>Unit 4 201, 403, 605</p> |
| L.1.1b | Use common, proper, and possessive nouns. | <p>Unit 1 60, 94-95, 125, 157, 186-187, 235, 261, 286, 310-311, 336-337, 364, 413-414, 443-444, 472-473, 497, 525, 551-552</p> <p>Unit 2 26, 52, 80, 106, 134, 160, 208, 236, 265, 289, 319, 347, 393, 424, 453, 477-478, 507, 533</p> <p>Unit 3 453-454</p> |
| L.1.1c | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | <p>Unit 1 60, 94-95, 125, 157, 186-187, 235, 261, 286, 310-311, 336-337, 364, 413-414, 443-444, 472-473, 497, 525, 551-552</p> <p>Unit 2 26, 52, 80, 106, 134, 160, 208, 236, 265, 289, 319, 347, 393, 424, 453, 477-478, 507, 533</p> <p>Unit 3 60, 371-372</p> |
| L.1.1d | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). | <p>Unit 1 94-95, 157, 413-414, 472-473</p> <p>Unit 2 236, 265, 289, 319</p> <p>Unit 3 125, 453-454</p> |

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| L.1.1e | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | Unit 1 60, 94-95, 125, 157, 186-187, 235, 261, 286, 310-311, 336-337, 364, 413-414, 443-444, 472-473, 497, 525, 551-552 Unit 2 26, 52, 80, 106, 134, 160, 208, 236, 265, 289, 319, 347, 393, 424, 453, 477-478, 507, 533 |
| L.1.1f | Use frequently occurring adjectives. | Unit 1 235, 261, 286, 472-473 Unit 2 160, 507 Unit 3 275 |
| L.1.1g | Use frequently occurring conjunctions (e.g., and, but, or, so, because). | <i>N/A</i> |
| L.1.1h | Use determiners (e.g., articles, demonstratives). | Unit 1 310-311, 336-337 Unit 3 308, 337 |
| L.1.1i | Use frequently occurring prepositions (e.g., during, beyond, toward). | Unit 1 497, 525, 551-552 Unit 2 26, 106, 134 Unit 4 91-92, 118 |
| L.1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | Unit 1 60, 94-95, 125, 157, 186-187, 235, 261, 286, 310-311, 336-337, 364, 413-414, 443-444, 472-473, 497, 525, 551-552 Unit 2 26, 52, 80, 106, 134, 160, 208, 236, 265, 289, 319, 347, 393, 424, 453, 477-478, 507, 533 Unit 3 243 Unit 4 435-436, 467-468, 585-586 |

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| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.1.2a | Capitalize dates and names of people. | Unit 3 93, 190-191, 486-487 |
| L.1.2b | Use end punctuation for sentences. | Unit 1 27-29, 57, 60, 94-95, 125, 157, 184-187, 235, 261, 286, 310-311, 336-337, 364, 413-414, 443-444, 472-473, 497, 525, 551-552 Unit 2 26, 52, 80, 106, 134, 160, 208, 236, 265, 289, 319, 347, 393, 424, 453, 477-478, 507, 533 Unit 3 25-26, 161-162, 582-583 Unit 4 154-155, 355-356, 557-559 |
| L.1.2c | Use commas in dates and to separate single words in a series. | Unit 3 518-519 Unit 4 263-264 |
| L.1.2d | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | <i>Practice high-frequency words and other spelling activities appear in every Building Word Skills and Fluency Step in each Unit; some examples are:</i> Unit 1 17-18, 224, 429 Unit 2 40-41, 222-223, 437-438 Unit 3 77-78, 293-294, 442 Unit 4 14-15, 313, 542-543 |
| L.1.2e | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <i>Practice high-frequency words and other spelling activities appear in every Building Word Skills and Fluency Step in each Unit; some examples are:</i> Unit 1 17-18, 224, 429 Unit 2 40-41, 222-223, 437-438 Unit 3 77-78, 293-294, 442 Unit 4 14-15, 313, 542-543 |

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| Knowledge of Language | | |
| L.1.3 | (Begins in grade 2) | N/A |
| Vocabulary Acquisition and Use | | |
| L.1.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. | |
| L.1.4a | Use sentence-level context as a clue to the meaning of a word or phrase. | Unit 1 228-231, 253-257 Unit 2 203-205, 229-233 Unit 3 237-240, 267-272 Unit 4 227-229, 255-261, 421-424, 451-453, 483-484 |
| L.1.4b | Use frequently occurring affixes as a clue to the meaning of a word. | Unit 4 106-109, 134-137, 166-168, 190-191, 219-222, 247-249, 279-281, 392-393 |
| L.1.4c | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | Unit 4 11-13, 41-44, 75-77 |
| L.1.5 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | |
| L.1.5a | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | Unit 1 248-249, 429 Unit 2 40-41, 222-223 Unit 3 44-45, 261-262, 472-473 Unit 4 250-251 |
| L.1.5b | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | <i>Opportunities to address this standard</i> Unit 1 248-249, 429 Unit 2 40-41, 222-223 Unit 3 44-45, 261-262, 472-473 Unit 4 250-251 |

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| GRADE ONE | | |
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| L.1.5c | Identify real-life connections between words and their use (e.g., note places at home that are cozy). | <p>Unit 1 8-9, 38-39, 70-71, 104-105, 133-135, 164-165, 217-218, 241, 267, 293, 316-317, 341-342, 393-394, 420-421, 450-451, 478-479, 504-505, 529-530</p> <p>Unit 2 7-8, 32-33, 58-59, 86-87, 112-113, 139-140, 189-190, 214-215, 242-243, 270-271, 296-297, 323-324, 373-374, 400-401, 430-431, 458-459, 484-485, 511-512</p> <p>Unit 3 7-8, 36-37, 71, 107, 136-137, 167-168, 225-226, 254-255, 287, 320-321, 348-349, 377-378, 435-436, 464-465, 499, 529, 559, 589-590</p> <p>Unit 4 7-8, 36-37, 71, 102-103, 130-131, 161-162, 215-216, 243, 274-275, 306-307, 334-335, 361-362, 417-418, 446-447, 478-479, 508-509, 536-537, 565-566</p> |
| L.1.5d | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | <i>N/A</i> |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | <p><i>Students use new words and phrases in all Developing Vocabulary steps, some examples are:</i></p> <p>Unit 1 40-43, 136-138, 268-270, 343-345, 480-481, 531-533</p> <p>Unit 2 88-89, 141-143, 191-192, 272-273, 375-376, 486-487</p> <p>Unit 3 9-10, 108-109, 256-258, 350-351, 466-468, 560-561</p> <p>Unit 4 38-40, 132-133, 244-246, 363-365, 510-511, 567-569</p> |